



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7575 E. Palma Street, Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Lisa Marie McCorkle
Schedule : 07:15 AM to 03:45 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/Dietz
Phone Number : (520) 731-4000
Fax Number : (520) 731-4001
E-mail : lisa.mccorkle@tusd1.org

Mission

The mission of Dietz Elementary School, in partnership with parents and the community, is to provide each and every kindergarten through fifth grade student with an engaging, rigorous and comprehensive education.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in the area of math by establishing strong grade level teams, providing focused professional development, providing a tutorial/enrichment program and quarterly assessments.
- ü Increase student achievement in the area of reading by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.
- ü Increase student achievement in the area of writing by establishing strong grade level teams, providing focused professional development and giving students monthly writing prompts.

Enrollment

October 1, 2005 School Year Student Enrollment : 438
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü Gifted Resource
- ü Self-contained Special Education Program
- ü Full-day Kindergarten - Class ratio 18:1
- ü Opening Minds Through the Arts - OMA
- ü Reading Seed and OASIS Reading Tutors
- ü Gifted Cluster Program
- ü Literacy Assistance Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Weekly newsletter from principal to parents, Dietz Website, PTA newspaper, homework, newsletters from the teacher, and family curriculum nights. At the beginning of the year, Dietz sends a School Community Compact that outlines the teacher, student, principal and parent responsibilities for ensuring academic success. In addition, Dietz has a Parent Involvement Policy developed to encourage parent involvement.

Parents

Dietz School Council, PTA, SCPC, parents serve as volunteers in the classroom, at school and as community resources as well as volunteers for Career Day.

Transportation Policy

Students must live in a one and one-half mile radius in order to receive bus service, unless they are in Special Education or they are bused for educational services not offered at our school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Educational Enrichment Foundations Grants - 1	2006
ü Jordan Fundamentals Grant from the Nike Foundation	2006
ü Artist-in-Residence Grant	2006
ü Community Partnership With Canyon Ranch	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4704	80010	100	99	99	422	443	447	23	11	10	25	20	18	48	54	53	4	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2282	38935	100	99	99	433	444	447	13	9	9	29	20	19	53	57	55	5	14	17
Male	43	2422	40974	100	99	98	413	441	448	33	12	11	21	21	18	44	52	52	2	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	40	2729	34545	100	99	99	409	435	432	30	12	14	28	24	24	43	54	53	NA	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	30	1370	35142	100	99	99	435	462	465	17	6	5	20	12	11	57	57	56	7	26	28
Students with Disabilities	16	594	10161	94	94	93	396	415	419	50	30	28	13	27	28	38	37	36	NA	6	8
Students without Disabilities	65	4110	69849	100	100	100	426	446	451	17	8	7	28	19	17	51	57	56	5	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	47	2469	39029	98	99	98	413	435	432	28	12	14	28	24	25	40	54	52	4	9	9
Non-Economically Disadvantaged	34	2235	40981	100	99	100	433	451	462	18	9	6	21	16	13	59	54	54	3	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4701	79438	100	99	98	430	446	451	21	10	9	31	27	24	44	55	56	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2284	38775	100	99	99	444	453	457	10	8	7	36	24	22	49	58	58	5	11	13
Male	42	2417	40560	98	99	97	417	440	446	31	13	12	26	29	25	40	52	54	2	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	41	2723	34297	100	99	98	416	438	434	32	12	14	24	30	31	41	52	50	2	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	29	1369	34887	97	99	98	450	465	471	10	5	4	34	18	15	48	62	63	7	15	18
Students with Disabilities	16	585	9588	94	93	88	404	410	416	44	30	30	25	36	32	25	32	34	6	3	5
Students without Disabilities	65	4116	69850	100	100	100	434	451	456	15	8	7	32	25	23	49	58	59	3	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	47	2460	38685	98	98	97	421	437	435	28	12	14	32	30	32	38	53	50	2	4	5
Non-Economically Disadvantaged	34	2241	40753	100	99	99	441	456	467	12	8	5	29	23	16	53	57	62	6	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4706	79971	99	99	99	384	420	423	15	7	8	60	43	41	25	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2287	38974	100	99	99	402	432	437	11	5	5	61	36	33	29	57	57	NA	2	4
Male	42	2419	40895	98	99	98	370	408	410	19	9	10	60	50	47	21	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	40	2724	34481	100	99	99	373	416	410	23	7	10	55	46	46	23	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	29	1373	35150	97	99	99	401	430	437	7	5	5	66	38	35	28	54	56	NA	3	5
Students with Disabilities	16	604	10258	94	96	94	327	373	377	38	22	23	50	55	51	13	23	25	NA	1	1
Students without Disabilities	64	4102	69713	100	99	100	395	426	429	9	5	5	63	41	39	28	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	47	2467	38994	98	99	98	382	414	409	17	8	10	57	47	47	26	45	41	NA	1	1
Non-Economically Disadvantaged	33	2239	40977	100	99	100	388	427	437	12	6	5	64	39	34	24	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	4554	80147	100	98	99	463	474	482	9	13	11	29	20	17	52	48	49	9	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2200	39281	100	98	99	461	475	483	4	11	9	36	22	17	56	48	50	4	19	24
Male	50	2352	40780	98	97	98	464	473	482	12	14	12	26	19	17	50	48	48	12	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	30	2529	33494	100	98	99	467	466	466	10	15	15	27	24	23	47	47	49	17	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	31	1383	36122	100	98	99	466	492	501	3	7	5	29	14	10	65	51	50	3	28	35
Students with Disabilities	18	589	10295	95	88	92	431	439	443	28	35	33	39	26	26	33	34	33	NA	6	8
Students without Disabilities	57	3965	69852	100	100	100	471	479	488	4	10	7	26	20	16	58	50	51	12	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	42	2431	38371	100	97	97	456	464	465	12	16	15	33	24	23	50	47	49	5	13	13
Non-Economically Disadvantaged	33	2123	41776	100	98	100	473	485	498	6	9	6	24	16	11	55	49	49	15	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	4563	79686	100	98	98	450	463	470	14	13	11	33	27	24	49	53	57	4	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2214	39163	100	99	99	469	468	475	NA	10	9	36	25	22	56	57	60	8	8	10
Male	51	2347	40438	100	97	97	441	457	465	22	16	13	31	30	25	45	49	54	2	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	31	2525	33299	100	98	98	448	454	452	16	16	17	32	32	32	45	48	47	6	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	31	1388	35914	100	99	98	452	482	489	3	6	5	45	19	15	52	63	67	NA	12	14
Students with Disabilities	19	593	9808	100	88	87	410	425	432	42	37	35	21	32	32	37	28	30	NA	3	3
Students without Disabilities	57	3970	69878	100	100	100	461	468	475	5	9	8	37	27	23	53	57	61	5	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	42	2438	38095	100	98	97	442	452	452	21	17	17	33	32	32	45	48	48	NA	3	3
Non-Economically Disadvantaged	34	2125	41591	100	98	99	462	475	486	6	9	6	32	23	16	53	59	65	9	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	4592	80372	100	99	99	457	474	475	3	4	4	48	31	30	49	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2219	39452	100	99	99	473	485	488	NA	3	3	50	22	22	50	72	72	NA	2	3
Male	51	2371	40836	100	98	98	449	463	464	4	5	6	47	38	37	49	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	30	2551	33608	100	99	99	463	469	462	NA	5	6	40	33	36	60	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	31	1388	36213	100	99	99	450	486	489	6	2	2	52	26	22	42	69	72	NA	3	3
Students with Disabilities	19	628	10526	100	93	94	403	427	427	11	14	15	74	53	53	16	32	31	NA	1	1
Students without Disabilities	56	3964	69846	100	100	100	471	480	482	NA	3	3	39	27	26	61	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	42	2454	38521	100	98	98	455	463	461	2	6	6	55	35	38	43	59	55	NA	1	1
Non-Economically Disadvantaged	33	2138	41851	100	99	100	460	485	489	3	2	3	39	26	22	58	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4552	79306	88	98	99	477	496	504	22	16	13	31	23	20	44	47	49	3	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2186	38845	91	98	99	487	496	505	16	14	11	25	24	20	53	49	50	6	14	18
Male	36	2365	40383	86	97	98	469	496	504	28	18	14	36	22	19	36	45	47	NA	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	26	2530	32673	90	98	99	465	485	487	38	19	18	19	27	25	38	45	46	4	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	34	1420	36234	87	97	99	487	517	523	12	8	6	35	16	13	50	51	52	3	25	28
Students with Disabilities	16	573	10286	64	85	91	440	456	462	50	44	41	31	29	27	19	23	27	NA	3	5
Students without Disabilities	52	3979	69020	100	100	100	485	501	510	13	12	9	31	22	18	52	50	52	4	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	2380	37437	80	98	97	481	484	486	18	20	19	27	26	26	48	45	46	6	9	9
Non-Economically Disadvantaged	35	2172	41869	97	98	100	473	508	521	26	11	7	34	18	14	40	49	51	NA	21	27

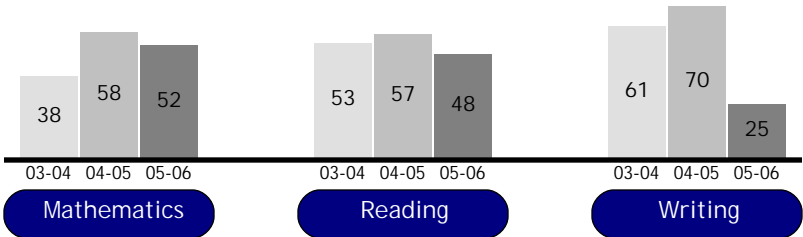
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	4596	79000	100	99	98	459	483	489	30	11	10	25	28	24	40	54	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2204	38774	100	99	99	471	488	494	23	7	7	17	27	22	49	57	61	11	8	10
Male	42	2391	40150	100	98	98	450	479	485	36	14	12	31	28	25	33	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	29	2553	32508	100	99	98	450	473	472	38	13	15	24	34	33	31	49	49	7	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	39	1435	36135	100	98	98	465	503	508	28	6	4	23	17	14	44	64	67	5	13	15
Students with Disabilities	25	617	9991	100	91	88	412	442	449	64	38	33	20	37	36	8	24	29	8	2	2
Students without Disabilities	52	3979	69009	100	100	100	478	489	495	13	7	6	27	26	22	56	59	62	4	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	41	2403	37234	100	98	97	462	472	472	24	14	15	27	34	33	41	49	50	7	3	3
Non-Economically Disadvantaged	36	2193	41766	100	99	99	455	495	505	36	8	5	22	21	16	39	60	65	3	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	4607	79611	100	99	99	456	500	496	19	5	7	48	36	37	31	58	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2206	39016	100	99	99	481	514	511	11	3	4	37	26	29	49	70	66	3	1	1
Male	42	2400	40519	100	99	98	437	488	482	26	7	10	57	44	44	17	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	29	2557	32855	100	99	99	440	495	481	28	6	10	41	39	43	28	55	47	3	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	39	1445	36380	100	99	99	465	510	511	15	4	4	51	29	30	33	66	65	NA	1	1
Students with Disabilities	25	643	10664	100	95	94	384	442	440	44	20	23	40	57	54	12	22	22	4	1	1
Students without Disabilities	52	3964	68947	100	100	100	485	509	504	8	3	4	52	32	34	40	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	41	2415	37626	100	99	98	438	492	479	29	6	10	44	41	45	24	52	45	2	0	0
Non-Economically Disadvantaged	36	2192	41985	100	99	100	478	510	511	8	4	4	53	30	30	39	65	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	37	NA	58	100	36	43	47	100	34	44	46
	Language	100	41	45	50	100	37	42	47	100	34	44	48
	Mathematics	100	66	56	64	100	36	48	50	100	48	50	52
3	Reading	88	32	NA	55	96	38	41	44	94	32	43	46
	Language	90	39	56	61	96	34	40	44	94	35	43	46
	Mathematics	88	41	53	61	96	46	47	51	94	35	48	52
4	Reading	96	49	NA	56	94	35	43	48	95	39	46	52
	Language	96	50	45	52	94	32	44	49	95	39	48	52
	Mathematics	96	64	50	61	93	36	48	53	93	43	52	58
5	Reading	97	44	NA	55	97	42	46	50	95	32	50	56
	Language	97	35	41	49	97	38	46	50	95	34	50	54
	Mathematics	97	39	53	63	97	40	45	49	83	35	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Dietz Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Constitution/Bylaws
- Ü 301 Monies
- Ü School Achievement Data Analysis
- Ü Other Duties as Assigned
- Ü Student Attendance Recognition Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	5.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	0	0	0
10 or more years	7	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Opening Minds Through the Arts Music Rm.
- Ü Library
- Ü Media Technology Center

Extracurricular Activities

- Ü Stamp Collectioning Club
- Ü Culture Club
- Ü Mad Scientist
- Ü Homework Help Club
- Ü After School Strategic Tutoring Program
- Ü Student Council

Social Services

- Ü Afterschool YMCA Program
- Ü ESL Parent Group
- Ü Tutoring/Study Hall Program
- Ü Lunch and Breakfast Program
- Ü Dietz Neighborhood Association

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Continued to make Adequate Yearly Progress by the federal government's No Child Left Behind legislation.

Ü Recognition by United Way of Tucson (Bronze Award) for generous donations to this agency.

Ü Received the Artist In Residence Grant from the Arizona Commission for the Arts.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Dietz is a PeaceBuilders School with a full-time counselor for all students. Lessons include problem solving, decision making and conflict resolution. Love and Logic principles are being applied in the school as well to help students be responsible for solving their own problems in their own way with adult guidance. The four Dietz Dragon Expectations are the schoolwide rules used by all for a common language of what is expected.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jerry Arena	(520) 731-4000
Transportation Policy	William Ball	(520) 225-4800
Community Resources	Joyce Anderson	(520) 731-4000
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	Judy Robinson	(520) 731-4000
Student Health/Nurse	Donna Johnson	(520) 731-4000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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